

EASTERN KENTUCKY UNIVERSITY
SPRING 2016
PSY 847 / CRN 25224
TOPICS IN INDIVIDUAL DIFFERENCES
(3.0 Semester Credit Hours)

Instructor: Dan Florell
Office: Cammack 202
Phone: (859) 622-1291
E-mail: dan.florell@eku.edu
Website: <http://people.eku.edu/florell/>
Office Hours: MWF 8:00 – 9:00 AM other times by appointment
Time: MWF 1:25 – 2:15 PM

CATALOGUE DESCRIPTION: The development of individual differences in traits and behavior examined from the perspective of personality and developmental psychology. Selected coverage of both seminal and current theoretical and empirical literatures. *Prerequisite: Departmental approval.*

OVERVIEW: The purpose of this course is to introduce students to theory and research in developmental psychology. The course is designed to include coverage of many of the primary areas of the discipline: (1) Theories of human development; (2) issues in prenatal, infancy, and physical development; (3) intelligence, cognition and language; (4) development of theory of mind, the self, and emotion; (5) development of social relationships; (6) influence of heredity, schools, technology and gender and the (7) issues of aggression and moral development. The class will use various scenarios to illustrate numerous developmental concepts so as to bridge theory with practice.

STUDENT LEARNING OBJECTIVES

The student who successfully completes this course will be able to do the following:
(*Method of Evaluation of Objectives in italics*)

1. Demonstrate knowledge of a variety of theories that are used to explain development throughout childhood and adolescence. (*Tests & 13 Assignment*)
2. Demonstrate knowledge of the basic vocabulary of developmental psychology. (*Tests & Chapter >50 Words 1K Assignments*)
3. Demonstrate an understanding of how developmental psychology can be applied in everyday life. (*Class Assignments & 13 Assignment*)

COURSE REQUIREMENTS

1. **Testing:** There will be four exams that will contain a mix of multiple choice, matching, short answer, and essay questions over the relevant readings and class lecture.
2. **Chapter >50 Words 1K Group Assignments:** There is a group assignment for each chapter covered in the book. The assignment requires groups to describe a

developmental concept in under 50 words using only the 1000 most commonly occurring words in English. Groups can also use stick figure type illustrations to assist with the defining the concept.

3. **Class assignments/ SEE-I:** There will be six assignments that will explore the various aspects of development. Some assignments will require relating a case study to text readings in answering the assignment questions. Other assignments will require noticing themes across journal articles.
4. **“Thirteen” assignment:** Each student will integrate the knowledge gained in the course to explain behaviors as seen in the movie “Thirteen”.

Required Text:

Shaffer, D.R. & Kipp, K. (2014). *Developmental Psychology: Childhood and Adolescence, 9th Edition*. Belmont, CA: Wadsworth/Cengage Learning. ISBN-10: 1-133-49123-5

Required Articles:

Will be assigned and available through the class Blackboard site.

Course Grading:

The various course requirements will contribute to your grade accordingly.

<u>Course Requirement</u>	<u>Percentage of Final Grade</u>
Tests	55%
Chapter >50 Words 1K Group Assignments	10%
Class Assignments	20%
“Thirteen” Assignment	15%

The grading scale will be:

<u>Grade</u>	<u>Percentages</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Late Assignment, Make-up Test and Quiz Policy: If an assignment is missed, the student is given one week past the due date to turn in the assignment. A 10% reduction will be levied on the assignment per day. After one week has passed, the assignment is scored a 0. Make-up tests will be handled on a case by case basis. Please contact me **before** the test if you must miss. If an emergency precludes this, please contact me as soon as circumstances permit. Tests *must be made up before the next scheduled test or you will receive a 0* on the test that you missed. It is the student’s responsibility to tell the instructor that he/she needs to make-up a test and schedule a time.

Class Participation and Attendance: Regular class participation and attendance is essential to adequate performance in the class. If you have to miss class, please let me know before the scheduled class time.

Bb: This is a Blackboard assisted course. The lectures, slides, assignments, grades and outside readings can be found on the Blackboard site for this course. It is recommended to use the *Firefox* browser for all Blackboard related content. All assignments are required to be submitted through Blackboard.

Drop Policy

If students need to drop this course, they need to do so by January 24, 2016. Students are directed to the *Colonel Compass* for information and deadlines for accomplishing this.

Academic Integrity Policy: Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Writing Expectations

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the Noel Studio at www.studio.ecu.edu.

Official E-mail

An official ECU e-mail is established for each registered students, each faculty member and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Disability Statement:

A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Tentative Course Outline

Date	Topic	Reading Assignment
W Jan 20	Review of Syllabus & Case Scenarios	---
F Jan 22	Ch. 1 Introduction	pp. 3-41
M Jan 25	Ch. 2 Hereditary Influences on Development	pp. 45-83
W Jan 27	Ch. 3 Prenatal Development and Birth	pp. 89-127
F Jan 29	Ch. 3 Prenatal Development and Birth	
M Feb 1	Ch. 4 Infancy	pp. 131-164
W Feb 3	Ch. 4 Infancy	
F Feb 5	Ch. 5 Physical Development	pp. 169-196
M Feb 8	NASP Conference – no class	
W Feb 10	NASP Conference – no class	
F Feb 12	NASP Conference – no class	
M Feb 15	Ch. 5 Physical Development	pp. 169-196
W Feb 17	Exam 1 (Chapters 1-5)	
F Feb 19	Ch. 6 Cognitive Development: Piaget SEE-I Assignment Due	pp. 201-230
M Feb 22	Ch. 6 Cognitive Development: Piaget	
W Feb 24	Ch. 6 Theory of Mind SEE-I Assignment Due	pp. 218-220
F Feb 26	Ch. 6 Cognitive Development: Vygotsky	pp. 231-244
M Feb 29	Ch. 7 Cognitive Development: Info Process	pp. 249-284
W March 2	Ch. 7 Cognitive Development: Info Process	
F March 4	Ch. 7 Cognitive Development: Info Process Vygotsky/Information Processing Assignments Due	
M March 7	Ch. 8 Intelligence	pp. 289-323
W March 9	Ch. 8 Intelligence	
F March 11	Ch. 8 Intelligence	
M March 14	SPRING BREAK	
W March 16	SPRING BREAK	
F March 18	SPRING BREAK	

M March 21	Ch. 9 Language and Communication Skills	pp. 329-366
W March 23	Ch. 9 Language and Communication Skills	
F March 25	Exam 2 (Chapters 6-9)	
M March 28	Ch. 10 Emotional Development	pp. 372-381
W March 30	Ch. 10 Temperament	pp. 381-385
F April 1	Ch. 10 Attachment	pp. 386-409
	SEE-I Assignment Due	
M April 4	Ch. 11 Development of Self-Concept	pp. 413-451
W April 6	Ch. 11 Development of Self-Concept	
F April 8	Ch. 11 Development of Self-Concept	
	Self Case Study Assignment Due	
M April 11	Ch. 12 Sex Differences & Gender-Role Develop	pp. 457-488
W April 13	Ch. 12 Sex Differences & Gender-Role Develop	
F April 15	Ch. 12 Sex Differences & Gender-Role Develop	
M April 18	Ch. 13 Aggression and Altruism	pp. 493-510
W April 20	Ch. 13 Moral Development	pp. 511-528
F April 22	Exam 3 (Chapters 10-13)	
M April 25	Ch. 14 Context of Development: Family	pp. 533-562
W April 27	Ch. 14 Context of Development: Family	
F April 29	Ch. 14 Context of Development: Family	
	SEE-I Assignment Due	
M May 2	Ch. 15 Context of Development: Peers	pp. 567-574
W May 4	Ch. 15 Context of Development: Schools	pp. 575-581
F May 6	Ch. 15 Context of Development: Tech	pp. 582-598
W May 11	Exam 4 (Chapters 14-15) 1-3pm	